

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

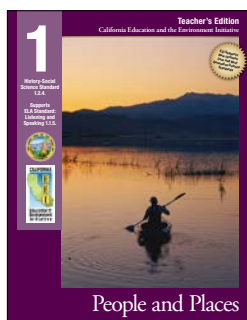
Because the Future is in Their Hands



## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 1.2.4.—People and Places



In this unit, students learn how the location, weather, and natural features of a region influence where and how people live. Through the use of a big book, **California Connections: Two Different Places**, students distinguish between two communities in California with different natural environments. The use of visual aids provides the opportunity to learn how the use of land has changed over the years and how human activities have impacted the land.

		RI.1.1	RI.1.2	RI.1.3	RI.1.4	RI.1.5	RI.1.6	RI.1.7	RI.1.9	RI.1.10	RF.1.1	RF.1.3	RF.1.4	W.1.2	W.1.8	SL.1.1	SL.1.2	SL.1.3	SL.1.4	SL.1.5	SL.1.6	L.1.1	L.1.2	L.1.4	L.1.5
LESSONS	California Connections	✓	✓					✓								✓	✓		✓		✓	✓		✓	
	1	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓		✓	
	2			✓	✓	✓	✓	✓	✓	✓						✓	✓		✓	✓	✓	✓		✓	
	3	✓		✓	✓	✓		✓	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓		✓	✓
	4	✓			✓	✓		✓		✓		✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	
	5	✓			✓	✓		✓	✓			✓		✓		✓	✓		✓		✓	✓	✓	✓	
Traditional Assessment		✓	✓					✓							✓							✓			
Alternative Assessment		✓						✓	✓			✓		✓	✓				✓	✓		✓	✓		
COMMON CORE STANDARDS																									

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 19–20 of this document.

## A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class
- **Lesson 2:** Whole class
- **Lesson 3:** Whole class, optional partners
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, small groups

## National Geographic Resources

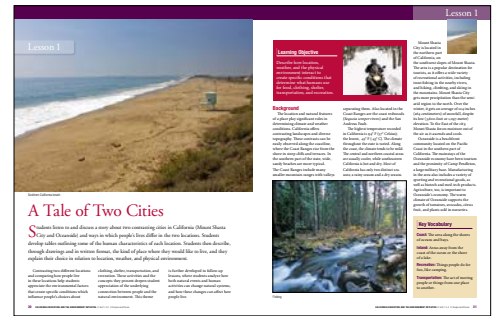
- **People and the Environment** wall map (Lessons 1, 2, and 5)
- **Political** wall map (Lesson 1)

## Unit Assessment Options

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
Students answer multiple-choice and fill-in-the-blank questions that assess students' achievement of the unit's learning objectives.	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2:</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Alternative Assessment</b>	
Students circle a place where they think people might live and respond to questions by identifying a natural resource people living in the selected place might use, how people might change a natural system, and how a flood could affect how people live in that place.	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> <b>CA</b></p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 1: A Tale of Two Cities

Students listen to and discuss a story about contrasting California cities and how people live in each one. Students gather information from a map about places in California. They describe where they live in terms of location, weather, and physical environment.



## National Geographic Resources

- **People and the Environment** wall map
- **Political** wall map

## Session 1

Use this correlation in place of the **Procedures** on page 34 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate. Ask students to write their name in the space provided in the <b>Dictionary Workbook</b>. These documents are provided separately.</p> <p><b>Tip: Word Wall Cards</b> may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p> <p>If <b>Dictionary Workbooks</b> need to be reused, students should not write in them.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p><b>RI.1.5:</b> Know and use various text <b>structures (e.g., sequence) and text features</b> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>CA</b></p> <p><b>Suggestion:</b> When discussing the term “coast,” refer to other uses such as coasting on a bicycle. Then have students identify other uses of the word “coast.” Ask students to decide which meaning is used in this context and how they know.</p>
<b>Step 1</b>	
<p>Show the title on the front cover of <b>California Connections: Two Different Places</b>. Tell students that this book is about two different places with different natural environments in California and about the people who live in these places. Say to the students, “Look at the picture on the front cover. What do you see?” Prompt students to use descriptive words by asking for more specific details. Ask students, “How are these two places different?” (<i>The weather is different; there are different kinds of trees.</i>)</p>	<p><b>RF.1.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

Procedures	Common Core Standards and Applications
<b>Step 1 (continued)</b>	
	<p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c) Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p> <p><b>Suggestion:</b> Use the steps for reading <b>California Connections: Two Different Places</b> to develop skills in identifying text features and structures, by having the students identify first words of sentences, noting they are capitalized, and ending punctuation.</p>
<b>Step 2</b>	
<p>Call attention to the <b>People and the Environment</b> and <b>Political</b> wall maps. Point to an inland, mountainous area in northern California and a coastal area in the Southern California. Ask students, "What are some ways in which these two places may be different?" (<i>One is in the mountains and may have lots of trees. One is by the ocean and may have a sandy beach.</i>)</p> <p>Using the <b>Political</b> wall map as a reference, locate and mark the locations of the cities of "Oceanside" and "Mount Shasta" (the city) on the <b>People and the Environment</b> wall map with sticky notes. Tell students that they are now going to read about what life is like in these two areas.</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 3</b>	
<p>Read Part One of <b>California Connections: Two Different Places</b> aloud to students. Have students describe something about the natural environment around Mount Shasta City. Prompt them to use descriptive words. (<i>It has very high mountains, lots of tall evergreen trees, and a very large lake.</i>) Have students describe something about the weather in Mount Shasta City. (<i>It is cold and snowy in the winter.</i>)</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p>

Procedures	Common Core Standards and Applications
<b>Step 3 (continued)</b>	
	<p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p> <p><b>Suggestion:</b> To increase student application of L.1.4 and RI.1.1, discuss the term “conifer forests.” Provide students the opportunity to share their descriptions using pictures. Compare their illustrations with pictures of other forests (woodland, rainforest) and ask them to compare and contrast.</p>
<b>Step 4</b>	
<p>Call students’ attention to the <b>Life in Mount Shasta City Chart</b>. Have students use information presented in the text and photographs of <b>California Connections: Two Different Places</b> to fill in the columns of the chart with words and phrases.</p> <p><b>Tip:</b> Create the chart ahead of time and laminate for repeated use.</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2:</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>

## Session 2

Use this correlation in place of the **Procedures** on page 35 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Remind students that in the last session they learned about what life was like for people living in a city in the northern part of California. Ask students to name the city they learned about. (<i>Mount Shasta City</i>)</p> <p>Read Part Two of <b>California Connections: Two Different Places</b> aloud to students. Have students describe something about the natural environment around Oceanside. Prompt them to use descriptive words. (<i>It is by the ocean and has a very large sandy beach. It has a long wooden pier that reaches far out into the ocean.</i>) Have students describe the kind of weather Oceanside has. (<i>It is sunny and warm all year.</i>)</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p> <p><b>Suggestion:</b> In order to activate prior knowledge, have students recall the information from Part One. Ask students to identify the pages in the story in which they learned something new.</p>
<b>Step 2</b>	
<p>Call students’ attention to the <b>Life in Oceanside Chart</b>. Have students use information presented in the text and photographs of <b>California Connections: Two Different Places</b> to fill in the columns on the chart with words and phrases.</p> <p><b>Tip:</b> Create the chart ahead of time and laminate for multiple uses.</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2:</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p>

Procedures	Common Core Standards and Applications
<b>Step 2 (continued)</b>	
	<p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>
<b>Step 3</b>	
<p>Compare the two charts. Encourage students to notice what makes these two places the same. (<i>People, eat fruit, use buses and cars to get around, and fish for recreation.</i>) Ask them to describe what makes them different. (<i>One is cold, the other warm. One is rural, the other urban.</i>)</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p> <p><b>Suggestion:</b> Have students work in small groups of 2 to 4 to discuss possible answers and respond to teacher questions.</p>
<b>Step 4</b>	
<p>Distribute a <b>Student Workbook</b> to each student. Tell students to turn to <b>Where I Live</b> (Student Workbook, pages 2–3). Read the instructions and allow 10 minutes for students to complete the work independently.</p> <p>Collect <b>Student Workbooks</b> and use <b>Where I Live</b> for assessment.</p> <p><b>Tip:</b> If <b>Student Workbooks</b> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker</li> <li>■ Do together as a class on a projector or chart paper</li> <li>■ Project the digital fill-in version and do together as a class</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary</li> </ul>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings...</p> <p><b>Suggestion:</b> To encourage students to read independently and proficiently, read the selection together, then allow students to re-read the text in pairs. If suggestion is used:</p> <p><b>RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>



## Lesson 2: Where People Live

Students use information from a map and photographs to discover that human communities are often located in close proximity to certain natural features and resources. Students identify some of the ecosystem goods and services provided by natural systems and used by humans in California.



## National Geographic Resources

### ■ People and the Environment wall map

Use this correlation in place of the **Procedures** on page 44 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p><b>RI.1.5:</b> Know and use various text...features...</p>
<b>Step 1</b>	
<p>Introduce the vocabulary word “urban” and point to and name some of the major urban areas on the <b>People and the Environment</b> wall map (<i>Sacramento, San Francisco, Fresno, Los Angeles, San Diego, and Redding</i>). Call on individual students to identify an ecosystem close to each of these urban areas. (<i>There are rivers by Sacramento and Fresno; ocean and coast by San Francisco and Los Angeles; ocean and a river by San Diego; and mountains and a river by Redding.</i>) Remind students that historically many people in California lived in areas that were more natural than they are today. They were able to live there and use the goods and services offered by the environment. Ask:</p> <ul style="list-style-type: none"> <li>How could they use the ocean, the forests, and the rivers? (<i>Food could come from the oceans and rivers; they could get logs from the forests; the ocean and rivers could be used for shipping.</i>)</li> </ul>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words...</p> <p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts...</p> <p><b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>



Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Using the <b>People and the Environment</b> wall map, point to the places where Mount Shasta City and Oceanside are located. Have students identify some of the ecosystems close to each of these cities. (<i>Mount Shasta City has mountains, lakes, and forests. Oceanside has the ocean and coast.</i>) Ask students to recall (from Lesson 1) and name some of the ways people use these natural environments. (<i>We go fishing, camping, and surfing.</i>) If not identified by the students, point out that close to each of these areas is land used for agriculture (<i>farming and ranching</i>) and that near Mount Shasta City there are forests which people use for logging.</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts...</p> <p><b>RI.1.10a: ...Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p> <p><b>Suggestion:</b> Using a pocket chart, introduce a short poem about the mountains and/or the ocean that students will memorize or recite. This will address standard SL.1.4a.</p> <p><b>SL.1.4a: Memorize and recite poems, rhymes, and songs with expression. CA</b></p>
<b>Step 3</b>	
<p>Project <b>California Indians at Mount Shasta, Logging at Mount Shasta, Mining Near Mount Shasta, and Farming Near Mount Shasta</b> (Visual Aids #1–4). Explain that these photographs give information about the Mount Shasta area in earlier times. Read aloud the text accompanying each visual aid. If acquired, distribute or display the clay soil, rock, ice, and pine cones, needles, bark or wood for students to view and feel. Tell students that many of the natural resources used by people who once lived in or near Mount Shasta are still used by people that live there today. (<i>People use land for farming. People picked berries and nuts. People use trees for lumber.</i>)</p> <p><b>Tip:</b> Download Visual Aids #1–8 for easy access during the lesson from <a href="http://californiaeei.org">http://californiaeei.org</a>.</p>	<p><b>L.1.1f:</b> Use frequently occurring adjectives.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details...</p>
<b>Step 4</b>	
<p>Project <b>California Indians Near Oceanside, Farming and Ranching Near Oceanside, Enjoying the Beach Near Oceanside, and San Luis Rey Mission Near Oceanside</b> (Visual Aids #5–8). Explain that these photographs give information about the city of Oceanside in earlier times. Read aloud the text accompanying each visual aid. If acquired, pass a few acorns and some clay around for students to view and feel. Have students list some of the natural resources used by people who lived in or near Oceanside in earlier times. (<i>The people took acorns and berries for food. People used soil and land for farming. They used clay and stone for buildings.</i>)</p>	<p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>

## Lesson 3: Change Related to Natural Events

Students discuss the weather and how it affects them. They study “before and after” pictures depicting unusual weather conditions and the changes to natural systems and effects on people that result. Students study pictures to identify the effects of weather-related events on different environments.



Use this correlation in place of the **Procedures** on pages 60–61 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p><b>RI.1.5:</b> Know and use various text features...</p>
<b>Step 1</b>	
Call attention to the vocabulary word “weather.” Ask students what they know about weather. Prompt students to use descriptive words to talk about different kinds of weather. ( <i>The weather changes during the year and during the day. Sometimes it rains in the morning, and then the sun shines and makes things dry in the afternoon. Weather can be super hot or very cold. It can be wet or really dry.</i> ) Then read the weather forecast for the next day in the local area. Ask students to think about how weather can make a difference in what they do, in terms of what they wear, how they get to school, and what they do after school. ( <i>I wear a coat if it is cold and sandals if it is warm. I walk to school when it’s not rainy. When it rains, my mom takes me in the car. I ride my bike or play in the park if it’s warm. I read a book if it’s rainy.</i> )	<p><b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.3:</b> Ask and answer questions about what a speaker says...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 2</b>	
Write the following terms on the board and explain the meaning of each: “usual weather” and “unusual weather.” Ask students for examples of both; encourage them to use descriptive words. ( <i>Usual weather in summer is warm and sunny. Unusual weather is when we have bad storms with strong winds that knock down trees.</i> ) Say the word “flooding,” explain what it means, and explain that this is what happens sometimes when there is unusual weather with lots of rain in a short period of time. Explain that flooding can also happen when a lot of snow melts.	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c) Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>).</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.3:</b> Ask and answer questions about what a speaker says...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Project <b>Winter Storm</b> (Visual Aid #9). Point out the differences between the first and second pictures in terms of erosion of the shore. Explain that the waves crashing against the coast wash away some of the sand and soil along the coast. Explain that storms at sea happen frequently, but that some are much stronger than others. Explain that the really strong storms that cause a lot of damage along the coast are unusual, too.</p> <p><b>Tip:</b> Download Visual Aids #9–12 for easy access during the lesson from <a href="http://californiaeei.org">http://californiaeei.org</a>.</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p>
<b>Step 4</b>	
<p>Project <b>Houses Along the Coast</b> (Visual Aid #10). Have students describe some of the differences they see between the first and second pictures. (<i>Houses in the first picture are close to the water; one is partly in the water. Houses in the second picture are farther from the water.</i>) Ask students, “Why do you think the houses in the second picture are built further away from the water?” (<i>After people learned that winter storms could wash houses away they moved farther from the water.</i>)</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<b>Step 5</b>	
<p>Project <b>Growing Corn</b> (Visual Aid #11) and have students describe what they see in the pictures. (<i>First picture: The corn is growing. Second picture: The ground is very dry. The corn is dying. Third picture: Corn is being watered by pipes.</i>) Invite students to find the “weather-related story” shown in these pictures. (<i>The corn started to grow. There was not enough rain, and the corn plants began to dry up. Farmers found another way to water their corn.</i>) Discuss students’ responses.</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p> <p><b>Suggestion:</b> Use a “Think, Pair, Share” type technique to allow students to work together with a partner to discuss questions and generate answers.</p>

Procedures	Common Core Standards and Applications
<b>Step 6</b>	
<p>Point to the overflowing river on the <b>Snowmelt from Mount Shasta</b> (Visual Aid #12). Have students think about what made the river overflow. Tell them that the water from melting snow and ice came down the side of the mountain. The water carried stones and dirt. Then have students think about how the rocks, mud, and tree parts got on the road. Tell them that the water rushed down the mountain. It carried rocks, mud, and parts of trees. These landed on the road.</p> <p>Have them think about how part of the road got broken up. Tell them that the fast water and the materials it carried broke up part of the road and erosion made part of the road wash away.</p> <p>Ask students to think about the changes this fast-moving water made to some of the plants and animals living on the mountain. (<i>It could have killed a lot of plants. It might have destroyed the places where some animals lived.</i>)</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p> <p><b>Suggestion:</b> <i>Ask students to draw a picture that shows their thoughts and feelings about the river overflowing. This will address standard SL.1.5.</i></p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<b>Step 7</b>	
<p>Redistribute the students' individual <b>Student Workbooks</b>. Tell them to turn to <b>When Things Change</b> (Student Workbook, pages 6–7). Review the instructions, and read the words in the <b>Word Bank</b>, and each of the questions to the students.</p> <p>Collect <b>Student Workbooks</b> and use <b>When Things Change</b> for assessment.</p>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p>

## Lesson 4: Change Related to Human Activities

Students investigate photographs of two human activities that bring about change—logging and farming. They discuss what they know about what plants and animals need to live and how changes to areas affect the way people live. Then they help create two simple flowcharts about the effects of human activity.



### Session 1

Use this correlation in place of the **Procedures** on pages 74–75 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p><b>RI.1.5:</b> Know and use various text...features...</p>
<b>Step 1</b>	
Briefly review what students learned in the last lesson ( <i>that natural events occur that change natural systems and where people live</i> ).	<b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b>
<b>Step 2</b>	
<p>Tell students that all human activities have an effect and that everything we do leads to something else and that sometimes what we do changes natural systems. Have students give examples of human activities in each of the following categories:</p> <ul style="list-style-type: none"> <li>■ What do people do for outdoor recreation? (<i>People go fishing, camping, and hiking.</i>)</li> <li>■ What do people do for transportation? (<i>We build roads. We drive cars.</i>)</li> <li>■ What do people do to get food? (<i>People pick tomatoes and milk cows.</i>)</li> <li>■ What do people do or use for clothing? (<i>We make and wear shoes and coats.</i>)</li> <li>■ What do people do for work? (<i>People can farm. They can sell cars or drive a bus.</i>)</li> </ul> <p>Tell them that they will be looking at some pictures of human activities that have changed natural systems.</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.3:</b> Ask and answer questions about what a speaker says...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Project <b>Collage of Human Activities 1</b> (Visual Aid #13). Point to and tell students to look at the photograph on the left to recall what the land looked like. (<i>Many healthy trees growing for as far as the eye can see.</i>) Point to and tell students to look at the photograph in the top right and discover one thing that happened because people cut down some trees. (<i>The forest has some trees that are still standing, but some that have been cut down.</i>) Point to and tell students to look at the photograph on the bottom right and discover one thing that happened because people cut down lots of trees. (<i>There are no trees standing, no shade left for people or animals, nowhere left to camp.</i>)</p> <p><b>Tip:</b> Download Visual Aids #13–16 for easy access during the lesson from <a href="http://californiaeei.org">http://californiaeei.org</a>.</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 4</b>	
<p>Project <b>Collage of Human Activities 2</b> (Visual Aid #14). Point to and tell students to look at the photograph on the left to recall what the land looked like. (<i>Trees growing next to water, good soil available, plenty of water.</i>) Point to and tell students to look at the photograph in the top right and discover one thing that happened because people changed the natural land into farmland. (<i>The lake has been drained, the land is being used for growing crops.</i>) Point to and tell students to look at the photograph on the bottom right and discover one thing that happened because people let the farm get bigger and take over all of the natural land. (<i>There are no trees standing, no lake left for recreational activities, there are a lot of crops being grown.</i>)</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</b></p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 5</b>	
<p>Ask students for ideas on how some of these human activities might affect how people live.</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p> <p><b>Suggestion:</b> Ask students to write an informative/explanatory paragraph related to how human activities might affect how people live. This will address standards L.1.1, L.1.2, and W.1.2.</p> <p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

Procedures	Common Core Standards and Applications
<b>Step 6</b>	
<p>Redistribute the students' individual <b>Student Workbooks</b>. Tell them to turn to <b>Human Activities Bring Change</b> (Student Workbook, pages 8–9). Project <b>Human Activities Bring Change</b> (Visual Aids #15–16). Review the instructions and read the words in the Word Bank, and each of the questions to the students. Cooperatively generate short answers to each question using the word bank on each page.</p> <p>Collect <b>Student Workbooks</b> and use <b>Human Activities Bring Change</b> for assessment.</p>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b>. <b>CA</b></p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>



## Lesson 5: People and Places

Students use a map to identify natural systems near major areas. They match cities with descriptions of natural systems around the cities and sort picture cards into categories based on the natural systems and human activities of the places they depict.



## National Geographic Resources

### ■ People and the Environment wall map

Use this correlation in place of the **Procedures** on pages 88–89 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p><b>RI.1.5:</b> Know and use various text...features...</p>
<b>Step 1</b>	
<p>Project <b>Port of San Diego</b> (Visual Aid #17) and have students use descriptive words to talk about what they see in the picture. (<i>I see large ships, lots of cars, buses, and trucks. There are also big buildings here near the water.</i>) Explain that this is a picture of the Port of San Diego. Tell students what a port is. Ask students, “Would Mount Shasta City have a port?” (<i>No, because it is not by the ocean or a river.</i>)</p> <p><b>Tip:</b> Download Visual Aid #17 for easy access during the lesson from <a href="http://californiaeei.org">http://californiaeei.org</a>.</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 2</b>	
<p>Call students’ attention to the <b>People and the Environment</b> wall map. Tell students they will be working in groups to match descriptions of places to cities and surrounding environments (natural systems) in California. Tell them that they will use this map to help make the matches. Call attention to the compass “rose” on the <b>People and the Environment</b> wall map and explain its purpose. Have students point to the compass rose and then the following parts of California on their own maps: northern, southern, eastern, western, and central. Point to the area of the state where students live and ask them to tell where this is in the state. (<i>We live in the northern part; we live in the southern part, and so forth.</i>)</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Redistribute the students' individual <b>Student Workbooks</b>. Tell them to turn to <b>Where Is This?</b> (Student Workbook, pages 10–11). Review the instructions and tell students to look at the first description on the page. Read it for them. Ask students, "What city is this?" (<i>It is San Diego.</i>) Tell students to write "San Diego" in the column next to the description. Help students locate San Diego on the map. Explain the words coast and bay. Tell students that they will need to know the meaning of these words as they complete <b>Where Is This?</b> (<i>Note: An Answer Key and Sample Answers for Where Is This? are provided on pages 93–94.</i>)</p>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 4</b>	
<p>Organize students into small groups. Have students work in their groups to read the statement, answer the question, and locate the place on their map. Give students approximately 10 minutes to complete <b>Where Is This?</b> Make sure they locate each place on the map. If you would rather, you can read each statement to the students and allow them to answer and locate the place on the map. Give students time to share some of their reasons for their answers.</p>	<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p>
<b>Step 5</b>	
<p>Show students the <b>California Connections: Two Different Places</b> big book and remind them that they listened to a story about two very different places in California: Mount Shasta City and Oceanside. Ask students, "Which place would you like to live—Mount Shasta City or Oceanside?" Have students explain their choices. If necessary, prompt them to discuss such factors as weather, recreation, transportation, and natural features of the community by asking questions such as this: "Where would you live if you liked surfing?" (<i>Oceanside is good for surfing.</i>) "Where would you live if you liked playing in the snow?" (<i>Mount Shasta City gets snow in the winter.</i>) Also ask students, "How do most people decide where they would like to live?" (<i>They look for things they like to do. They look for a place where they can get a job. They look for a place with the weather they like.</i>)</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences...</p> <p><b>Suggestion:</b> Create a Venn diagram of similarities and differences between Mount Shasta City and Oceanside. This will address standard RI.1.9 and W.1.2</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

Procedures	Common Core Standards and Applications
<b>Step 5 (continued)</b>	
Remind students that in the past, many people chose a place to live according to what they needed, such as water, farmland, and gold. Explain that this is different for some people today because so much of what we need is transported to the cities and towns where we live. Ask students, “Can you think of some natural resources that we use that still come from where we live?” ( <i>Air, water, and land are some of our natural resources.</i> )	<p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>
<b>Step 6</b>	
<p>Distribute a copy of <b>Human Activities</b> and tell students to <b>turn In the Mountains or by the Ocean?</b> (Student Workbook, page 12). Read the instructions and hand out scissors and glue. Give students 15 minutes to complete their work.</p> <p>Collect <b>Student Workbooks</b> and use <b>In the Mountains or by the Ocean?</b> for assessment.</p> <p><b>Tip:</b> Copy the <b>Human Activities</b> worksheet to allow for easier cutting.</p>	<p><b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b> <b>CA</b></p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

### California Common Core State Standards Descriptions

#### Language Standards

- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - f) Use frequently occurring adjectives.
- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).

#### Reading Standards for Informational Text

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**
- **RI.1.5:** Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CA**
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
  - a) **Activate prior knowledge related to the information and events in a text. CA**

#### Reading Foundational Skills Standards

- **RF.1.1:** Demonstrate understanding of the organization and basic features of print.
- **RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

#### Speaking and Listening Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. **Reading Foundational Skills Standards**
  - a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c) Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Speaking and Listening Standards (continued)

- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  - a) **Memorize and recite poems, rhymes, and songs with expression. CA**
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

### Writing Standards

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.